



**THE RHETORICAL STRUCTURE
OF THE RESEARCH ARTICLE INTRODUCTIONS
BY NON-NATIVE SPEAKERS
IN TEFLIN JOURNAL VOLUME 24 NO.1-2, 2013**

**By:
TITIK MALIKAH
NIM 201032038**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



**THE RHETORICAL STRUCTURE
OF THE RESEARCH ARTICLE INTRODUCTIONS
BY NON NATIVE SPEAKERS
IN TEFLIN JOURNAL VOLUME 24 NO.1-2, 2013**

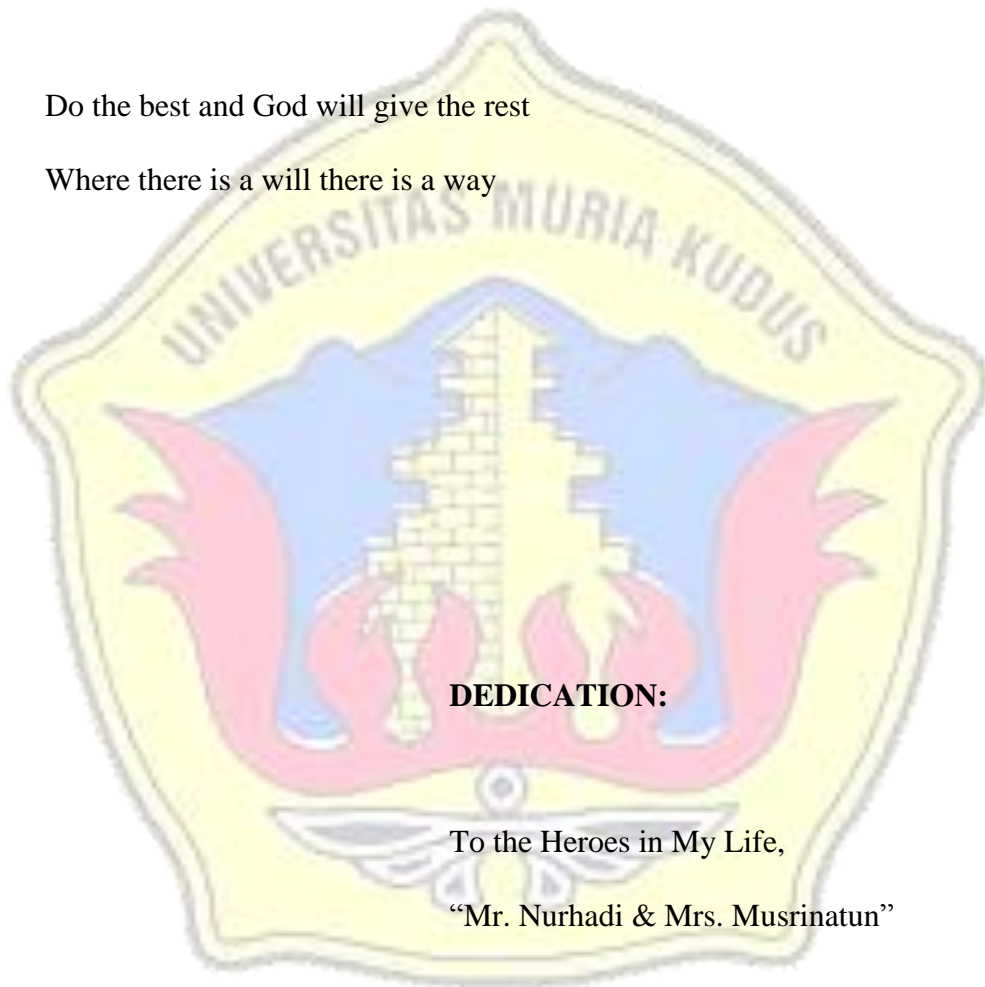


**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**

MOTTO AND DEDICATION

MOTTO:

- ❖ Do the best and God will give the rest
- ❖ Where there is a will there is a way



DEDICATION:

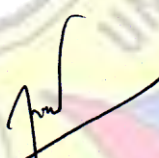
To the Heroes in My Life,
“Mr. Nurhadi & Mrs. Musrinatun”

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Titik Malikhah (NIM: 201032038) has been approved by the *skripsi* advisors for further approval by the examining committee.

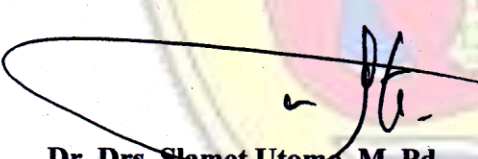
Kudus, April 8th, 2014

Advisor I



Fitri Budi Suryani, SS, M. Pd
NIS. 0610701000001155

Advisor II



Dr. Drs. Slamet Utomo, M. Pd.
NIP. 19621219 198703 1 001

Acknowledged by the Faculty of Teacher Training and Education



Dr. Drs. Slamet Utomo, M. Pd.
NIP. 19621219 198703 1 001

EXAMINERS' APPROVAL

This is to certify that the Skripsi of Titik Malikhah (NIM: 201032038) has been approved by the Examining Committee as a requirement for the Sarjana Degree in Teaching of English as Foreign Language.

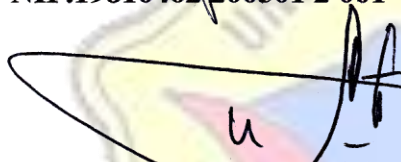
Kudus, 21st Mei 2014

Skripsi Examining Committee:



Titis Sulistyowati, SS, M.Pd.
NIP. 19810402200501 2 001

Chair person



Dr. Drs. Slamet Utomo, M. Pd.
NIP. 19621219 198703 1 001

Member



Atik Rokhayani, S.Pd, M.Pd.
NIS. 01610701000001207

Member



Nuraeningsih, S.Pd, M.Pd.
NIS. 01610701000001201

Member

Acknowledged by the Faculty of Teacher Training and Education



Dr. Drs. Slamet Utomo, M. Pd.
NIP. 19621219 198703 1 001

ACKNOWLEDGEMENT

For the very first, I thank to the Almighty, King of the Universe, Allah SWT who always gives blessing, strength, and guardian, so finally the writer is able to complete this skripsi. Secondly, I do not forget to say Sholawat and Salam to the most glorious human in the world and hereafter, Muhammad SAW, the true hero and idol.

Finishing this skripsi, I would like to express a great gratitude to:

1. Allah SWT the Almighty and my prophet Muhammad SAW, peace be upon on him.
2. My beloved Parents who always give me the love, pray, and support.
3. My all family in my hometown, Demak and Tio's family in Singapore who had coloured my day along 2008-2010.
4. Mr. Dr. Drs. Slamet Utomo, M. Pd. as the Dean of Teacher Training and Education Faculty and as the second advisor who has given the guidance for this last project
5. Mrs. Diah Kurniati, S.Pd., M.Pd as the head of English Education Department, Teacher Training and Education Faculty for motivating and supporting the writer.
6. Mrs. Fitri Budi Suryani, SS, M.Pd., the first advisor for his wise guidance and suggestion from the first up to the last time of this *skripsi* completion.
7. The best men and women who are kindly coloring my days; Yuniar, Dhara, Riska, Septi, Ulum, M. Ulum, my brother and sister of UKM Jurnalistik Pena

Kampus, my big family of KUMANBARIS, and all my friends supporting me in English Education Department.

8. All lectures of English Education Department Teacher Training and Education Faculty who have taught and educated the students well during studying in University of Muria Kudus.

Next, I hope constructive criticisms and suggestions for better condition. Finally, in the name of Allah the Most Gracious and Merciful and by the deepest thanks to our God, the researcher pray *wallahul muwafiq ilaa aqwamith thariq*, may Allah always guide us to the best way of our life in the world and hereafter.

Kudus, April 2014

Titik Malikhah



ABSTRACT

Malikah, Titik. 2014. *The Rhetorical Structure of the Research Article Introductions by Non-native Speakers in TEFLIN Journal Vol.24 No. 1-2, 2013. Skripsi*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Fitri Budi Suryani, SS, M. Pd., (ii) Dr. Drs. Slamet Utomo, M. Pd.

Key words: Rhetorical structure, non-native speakers, Swales' CARS Model

Research article is one kind of the academic writing. It can be as a favourable medium to report research findings. It is important since it can attract the reader and it may take a long process and time since the researcher need to take several steps to the research report writing. To be accepted on the accredited journal, the research article must conform to conventional styles of English rhetoric.

This research is aimed at finding what rhetorical structure of the research articles introductions used by non-native speakers by using Swales' CARS model. In this case, I take the data from TEFLIN journal vol.24 no.1-2, 2013.

This research is qualitative research. The data were analyzed as the rhetorical structure of the research article introductions in TEFLIN journal vol.24 no.1-2, 2013. I analyzed the introduction part of the research article. Then I decide them in several sentences. And finally, I determine the rhetorical structure. Based on the analyzing of this research, I find the rhetorical structure of the resarch article introductions used by non-native speakers; move 1 consist of step 1 (making a centrality claim), step 2 (making topic generalizations), and step 3 (reviewing items of previous research). Then move 2, consists of step 1A (counter claiming), step 1B (indicating a gap), and 1 D (continuing a tradition). Finally in the move 3, consists of step 1A (outlining purposes), step 1B (announcing present research), and step 3 (indicating structure of the paper).

This findings shows that the writers of Research Article Introduction (RAI) seem to construct their RAI by showing more on their background of the research, giving little explanation for the previous research, and stating their purpose of the research. However they seldom give a feedback for their previous research.

From this research, I hope it will make English students, English teachers and lecturers of English Education Department of Teacher Training and Education Faculty of Muria Kudus University realizes that the rhetorical structure is crucial in English. So they should consider more about it to get better academic writing skill.

ABSTRAKSI

Malikah, Titik. 2014. *Rhetorical Structure pada Pendahuluan Artikel Penelitian oleh pembicara non-native dalam TEFLIN Journal Vol.24 No. 1-2, 2013. Skripsi*. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Fitri Budi Suryani, SS, M. Pd., (ii) Dr. Drs. Slamet Utomo, M. Pd.

Key words: *Rhetorical structure*, pembicara non-native, *Swales' CARS Model*

Artikel penelitian merupakan salah satu jenis dari tulisan akademik. Ia bisa sebagai media untuk melaporkan hasil penelitian. Ia penting karena dapat menarik pembaca dan membutuhkan beberapa langkah untuk menulis laporan penelitian. Agar diterima pada jurnal yang terakreditasi, artikel penelitian harus sesuai dengan gaya resmi oleh *English rhetoric*.

Penelitian ini bertujuan untuk mengetahui *rhetorical structure* yang digunakan oleh pembicara non-native dengan menggunakan Swales' CARS model. Dalam hal ini saya mengambil data dari TEFLIN journal vol.24 no.1-2, 2013.

Jenis penelitian ini adalah penelitian kualitatif. Data-datanya berasal dari hasil menganalisa *rhetorical structure* yang ada di TEFLIN journal vol.24 no.1-2, 2013. Saya menganalisis bagian pendahuluan dari artikel penelitian. Kemudian saya menentukan kalimat yang terkandung di dalamnya dan selanjutnya menentukan *rhetorical structure*nya.

Berdasarkan dari hasil analisa penelitian ini, saya menemukan *rhetorical structure* pada pendahuluan dari artikel penelitian yang digunakan pembicara non-native; move 1 terdiri dari step 1 (making a centrality claim), step 2 (making topic generalizations), dan step 3 (reviewing items of previous research). kemudian move 2, terdiri dari step 1A (counter claiming), step 1B (indicating a gap), dan 1 D (continuing a tradition). Terakhir, pada move 3, terdiri dari step 1A (outlining purposes), step 1B (announcing present research), dan step 3 (indicating structure of the paper).

Temuan ini menunjukkan bahwa penulis pendahuluan artikel penelitian, cenderung menyusun pendahuluannya dengan menaruh lebih banyak latar belakang penelitian, sedikit pemaparan penelitian sebelumnya, dan pemaparan tujuan penelitian. Akan tetapi, mereka jarang memberikan timbal balik pada penelitian sebelumnya.

Dari hasil penelitian ini, saya berharap ini akan menyadarkan para peserta didik, guru bahasa Inggris dan dosen terutama di FKIP jurusan PBI UMK bahwa *rhetorical structure* sangatlah penting didalam bahasa Inggris. Sehingga mereka seharusnya memberikan perhatian lebih guna mendapatkan keahlian menulis akademik yang lebih baik.

TABLE OF CONTENTS

	Page
COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
ABSTRAKSI	x
TABLE OF CONTENT	xi
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xviii
 CHAPTER I INTRODUCTION	
1.1 Background of the Research.....	1
1.2 Statement of the Problem.....	3
1.3 Objective of the Research.....	4
1.4 Significance of the Research.....	4
1.5 Limitation of the Research.....	4
1.6 Operational Definition	4
 CHAPTER II REVIEW TO RELATED LITERATURE AND HYPOTHESIS	
2.1 Text and Context.....	6

2.2 Genre and Genre Analysis.....	7
2.3 Research Article.....	9
2.4 Models of Research Article Analysis.....	10
2.5 Creating Research Space (CARS) Model.....	11
2.6 Journal.....	15
2.6.1 Journal Article Introduction	16
2.6.2 TEFLIN Journal Volume 24, No.1-2, 2013.....	16
2.7 Review of Previous Research.....	18
2.8 Theoretical Framework.....	19

CHAPTER III METHOD OF THE RESEARCH

3.1 Design of the Research.....	20
3.2 Data and Data Source.....	21
3.3 Data Collection	21
3.4 Data Analysis.....	21

CHAPTER IV RESEARCH FINDING

4.1 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/1.....	24
4.2 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/2.....	30
4.3 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/3.....	35
4.4 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/4.....	40
4.5 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/5.....	50
4.6 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/6.....	56
4.7 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/7.....	64
4.8 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/8.....	67
4.9 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/9.....	70
4.10 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-	

2/10.....	75
4.11 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/11.....	80
CHAPTER V DISCUSSION	
5.1 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/1.....	85
5.2 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/2.....	86
5.3 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/3.....	87
5.4 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/4.....	88
5.5 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-1/5.....	88
5.6 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/6.....	89
5.7 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/7.....	90
5.8 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/8.....	91
5.9 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/9.....	92
5.10 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/10.....	92
5.11 The Rhetorical Structures of the Research Article Introduction by Non-native Speakers in the Introduction of TEFLIN24-2/11.....	93
CHAPTER V CONCLUSION AND SUGGESTION	
6.1 Conclusion.....	96
6.2 Suggestion.....	97
BIBLIOGRAPHY	98
APPENDICES	100
STATEMENT	137

CURRICULUM VITAE.....	138
------------------------------	------------



LIST OF TABLES

Table		Page
3	Example of the Classification of the First Research Article Introduction.....	23
4.1	The Classification of the Second Research Article Introduction.....	29
4.2	The Classification of the Third Research Article Introduction.....	34
4.3	The Classification of the Third Research Article Introduction.....	39
4.4	The Classification of the Fourth Research Article Introduction.....	49
4.5	The Classification of the Fifth Research Article Introduction.....	55
4.6	The Classification of the Sixth Research Article Introduction.....	63
4.7	The Classification of the Seventh Research Article Introduction.....	66
4.8	The Classification of the Eighth Research Article Introduction.....	69
4.9	The Classification of the Ninth Research Article Introduction.....	74
4.10	The Classification of the Tenth Research Article Introduction.....	80
4.11	The Classification of the Eleventh Research Article Introduction.....	83
4.12	Moves and Steps of the Eleventh Research Article Introduction.....	84

LIST OF FIGURES

Figure		Page
3	The example of Research Article Analysis.....	23
4.1	The First Research Article Introduction.....	24
4.2	The Second Research Article Introduction	31
4.3	The Third Research Article Introduction	35
4.4	The Fourth Research Article Introduction	40
4.5	The Fifth Research Article Introduction	50
4.6	The Sixth Research Article Introduction	56
4.7	The Seventh Research Article Introduction	64
4.8	The Eighth Research Article Introduction	67
4.9	The Ninth Research Article Introduction	70
4.10	The Tenth Research Article Introduction	76
4.11	The Eleventh Research Article Introduction	81

LIST OF APPENDICES

Appendix		Page
1	The First Research Article Introduction entitled “Teachers’ and Students’ Perceptions of Motivational Teaching Strategies in an Indonesian High School Context	100
2	The Second Research Article Introduction entitled “Critical Thinking Skills for Language Students”.....	104
3	The Third Research Article Introduction entitled “Social Media in a Content Course for the Digital Natives”.....	107
4	The Fourth Research Article Introduction entitled “The Correlation between Learners’ Autonomy and English Proficiency of Indonesian EFL College Learners”.....	110
5	The Fifth Research Article Introduction entitled “Politeness Strategies in Teacher-Student Interaction In An EFL Classroom Context”.....	116
6	The Sixth Research Article Introduction entitled “Teacher’s Perceived Characteristics and Preferences of Motivational Strategies in the Language Classroom”.....	120
7	The Seventh Research Article Introduction entitled “Students’ Perceptions about Paraphrasing and Their Cognitive Processes in Paraphrasing”.....	125
8	The Eighth Research Article Introduction entitled “Positive Versus Negative Communication Strategies in Task-Based Learning”.....	127
9	The Ninth Research Article Introduction entitled “A Genre-Based Analysis on The Introductions of Research Articles Written by Indonesian Academics”.....	129
10	The Tenth Research Article Introduction entitled “Multi-Structural Class: What and How It Is Perceived”.....	132
11	The Eleventh Research Article Introduction entitled “Oral Discourse Generated through peer interaction while Completing Communicative Tasks in an EFL Classroom”...	135